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ABSTRACT

This manual is intended as a guide to each State in analyzing its training program and policies for extension workers and in making adjustments to meet the needs of the State. Areas covered are: (1) a written training policy; (2) administrative arrangements; (3) purposes of training; (4) determining training needs--locating areas where training may be needed, identifying individual workers in need of training, determining priorities in training needs; (5) program content areas; (6) organization of training program; (7) training activities; (8) evaluation of inservice training; and (9) importance of research in extension training. Examples of training materials and an analysis of inservice training programs under way in 1959 are provided in appendices. (KM)

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An Inservice Training Program

for

Cooperative Extension Personnel

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Recommendations of

THE NATIONAL TASK FORCE ON
COOPERATIVE EXTENSION INSERVICE TRAINING

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A GUIDE TO AN INSERVICE TRAINING PROGRAM FOR THE COOPERATIVE EXTENSION SERVICE

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PREFACE

This basic manual has been developed by the National Task Force on Inservice Training for the purpose of strengthening present inservice training programs and policies in keeping with the current and future needs of the Cooperative Extension Service. It is not intended as a set of recommendations to be adopted by every State. It should be useful as a guide to each State in analyzing the individual State's training program and policies and in making adjustments to meet the needs of the State. The content is written primarily for State extension directors, assistant directors, State training leaders, program leaders, extension supervisors, and members of State inservice training committees.

The material is the result of three years of investigation and deliberations by the Task Force members. Two national surveys on the present status and needs of extension inservice training were conducted and analyzed. Annual and special reports on training submitted by the States to the Federal Extension Training Branch were studied. Existing extension research pertinent to extension inservice training was reviewed. These sources combined with the concensus of the Task Force members provided the basis for the statements made.

Members of the Task Force were appointed by the Division of Extension Research and Training, Federal Extension Service, by request of the Extension Committee on Organization and Policy.

The membership was as follows:

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Others who served on the Task Force during the early deliberations were: T. L. Walton, State 4-H Leader, Georgia; Mary Ruth Vanskike, former Assistant State Leader, Home Economics, Kansas; Mae Baird, State Leader, Home Economics, Kansas; and W. W. Fishback, formerly

with the Extension Training Branch, Federal Extension Service. Dr. Katherine Roberts Keith, Minnesota, was consultant to the Task Force.

A supplementary manual entitled "Induction Training for County Extension Agents" has been prepared by a subcommittee of the Task Force to meet the need for special emphasis on the training provided for new extension personnel. The members of the subcommittee were F. E. Rogers, Chairman, Lucy M. Allen, Josephine Pollock, and Wilbur Ringler.

Acknowledgment is made of valuable help gained from a study of material developed by Dr. Ralph Tyler, by the Commission on Colleges and Universities, and by the Joint Committee of the USDA and the American Association of Land-Grant Colleges and State Universities.

The Task Force members express their appreciation to all others who cooperated in providing information and helping to make these manuals possible.

Extension Workers Participating in an Inservice Training Session

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INTRODUCTION

The Task Force Responsibility

There is a growing realization that the Cooperative Extension System as a whole should examine its personnel inservice training policy and program to determine whether it is of sufficient magnitude and scope to service the needs of a $110 million enterprise employing more than 14,000 professional workers.

Extension's inservice training activities have gradually evolved over the years. Some States are doing more than others. It is doubtful, however, if personnel training developments in any State have kept pace with staff growth and shifts in program emphasis. Extension administrators agree that the Service can ill afford to neglect the induction training of approximately 1,600 new employees entering the Service each year and the continuous on-the-job training of all employees.

In 1956, on recommendation of the Subcommittee on Inservice Training, the Extension Committee on Organization and Policy asked the Division of Extension Research and Training, Federal Extension Service, to appoint an Inservice Task Force whose assignment was:

1. To outline a comprehensive training policy and program adequate to meet Extension's current and anticipated needs.
2. To analyze and evaluate the training activities now under way.
3. To prepare a set of recommendations for strengthening ongoing activities, filling gaps, and initiating such new activities as may be indicated to put Extension personnel training in line with modern industrial and educational practice and abreast of Extension's own development requirements.

This basic manual outlines the major effort of the Task Force in carrying out its assignment.

Definition of Inservice Training

In beginning its assignment, the Task Force defined extension inservice training as follows: Inservice training is that phase of organized learning experience which is provided employees by the agency throughout the employment period. It is training directed towards developing understanding of job operations and standards, agency philosophy, policies and procedures, as well as current technical research findings. It includes induction training for new workers and on-the-job training

in both subject matter and in educational methods for experienced personnel at all levels of the organization.

It does **not** include courses taken as a part of a planned graduate study program leading to an advanced degree.

General Situation Relative to Inservice Training[1]

In 1958, 30 States reported that their Extension organizations included a coordinator of training called "assistant director in charge of training," "State leader of training," "State training specialist," "State personnel officer," or some similar title. These persons charged with training leadership have worked with supervisors, specialists, and others to plan and conduct inservice training activities, such as new workers' conferences, workshops, specialist training schools, and State and regional summer schools.

During 1959 State reports indicated that approximately 60 percent of all State and county extension personnel participated in some sort of inservice training activity. During 1958 agricultural agents spent an average of 4.8 percent of their time in training and home economics agents 6.1 percent.

This is approximately 15 days a year, certainly not an excessive amount of time spent in training. On the other hand, limited data from a few States indicates that in some extension districts, workers have spent as much as 35-50 days a year receiving inservice training. One of the problems pointed out by local advisory committees, as well as by extension agents themselves, is the amount of time workers are called out of the county for training activities. State and county workers criticize the lack of coordination in planning and conducting training activities. Some workers question the quality of inservice training as it is now conducted.

Characteristics of a Comprehensive and Adequate Inservice Training Program

In carrying out the first step of their assignment, the Task Force prescribed the dimensions of a recommended inservice training program for extension personnel. In their opinion, it should be:

1. OFFICIAL—supported by written administrative policy and administrative procedures.
2. PURPOSEFUL—directed toward definite purposes of objectives and provide for systematic evaluation.
3. COOPERATIVE—planned cooperatively by the trainer and the trainees.

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1 More detailed information is presented in Appendix II, "An Analysis of Inservice Training Programs Now Underway, 1959."

4. NEED ORIENTED—based on individual needs with allowance for individual differences in abilities and interests.
5. DYNAMIC—directed toward improvement of the ongoing educational program engaged in by the individual worker and the Extension Service.
6. FLEXIBLE—adjusted to the varied experiences of personnel changes in subject matter, methods and procedures, and changing emphasis on program content.
7. COMPREHENSIVE—stimulate intellectual curiosity and add to the enrichment of life as well as develop sound, productive personnel for the organization.
8. LONG-TIME, CONTINUOUS IN CHARACTER — available throughout the professional life of personnel.
9. DEVELOPMENTAL—directed toward answering the maturing needs of individual extension workers.
10. WELL ORGANIZED—planned to achieve continuity, sequence, and integration into the experience of the learner.
11. IMAGINATIVE—forward-looking; making use of the more advanced thinking.
12. EFFICIENT—designed to effect change and to use the best available resources, including human resources.
13. SCIENTIFIC—based upon scientific information.

These thirteen characteristics, or criteria, will be more fully explained in the following sections of the manual.

A WRITTEN TRAINING POLICY

Extension's inservice training program needs the informed and confident support of administration. This support should be made evident in a written policy statement issued as an official document by the State Extension Director. A policy, defined as "a settled course adopted and followed by a government, body or individual," sets the basic foundation upon which the program is built.

A training policy is important in clarifying and gaining better understanding of administration's intentions regarding training, in facilitating decisions, and in promoting action within the framework of purposes or objectives.

No one policy statement can serve all States equally well. Policies, like purposes, must be flexible and designed for local situations. The major elements of policy statements are:

(1) Purposes of training
(2) Statement of intent to train

(3) Assigned responsibilities for training
(4) Specific types of training which are authorized
(5) Provisions for determination of need
(6) Provisions for evaluation
(7) Provisions for a check on training activities and a report to extension administrators

The training policy statement included in Appendix I of this manual may serve as a guide to States in developing a written policy of their own.

By its very nature, a policy statement is designed to guide action. No policy becomes operative without time and resources behind it to put policies into effect.

Development of an appropriate statement by representatives of the various segments of an extension staff can do much to affect the coordination that a strong inservice training program needs. This statement becomes official at such time as it is signed and issued by the State Extension Director. It then becomes a guide to the training program in the State.

ADMINISTRATIVE ARRANGEMENTS

The basic forces that make for good inservice training are inherent in the trainer, the trainee, and in the relations between the two. An administration cannot provide good inservice training directly, but it can provide conditions favorable to good teaching. The function of the administration is to provide the atmosphere, the external conditions, and the staff resources that make good training possible.

The Roles of the Supervisor and State Leader of Training

The supervisor must assume full responsibility for the training of the staff members he supervises. This does not mean that the supervisor does all the training himself, but he must provide situations in which effective training can take place. He is expected to know his staff members' needs and to provide opportunity for the expression of these needs so that training can be given to meet both the individual and common needs of the staff.

The supervisor looks to the State leader of training for assistance in determining the most effective methods in providing needed training. He works with the State leader of training in planning and coordinating the total training efforts in the State. Such factors as what training should be given through state-wide training opportunities or within the district, priorities of training, continuity, and appropriate methods

should be discussed jointly between the supervisor and State leader before decisions are made. In this way the supervisor can better take advantage of the leadership of the State leader in performing his training responsibilities.

An Organizational Relationship to Affect Coordination

One of the basic criteria of an adequate extension inservice training program is that it have the informed and confident support of administration. It needs also the close attention of an individual whose primary function is the development of a comprehensive, coordinated training program. Major responsibility for coordination of training should be a clearly defined function resting in one position. This position should carry the title of State Leader of Training. The State leader of training should be one of the administrative group and report directly to the State Director of Extension. While administration makes the decisions, the training leader should be in a position to suggest training for all levels of the organization. Though the training staff should be administratively responsible to the Director, it should have a close functional relationship with the program leaders and supervisors.

A State Training Committee

The State Extension Director can do much to affect an organizational relationship that will facilitate training. The Director should utilize the experience and services of successful staff members from all levels of the organization by means of committee organization (training committees or councils), or other means. Such committees are useful in overcoming the idea that training is the business of one staff member. It also avoids the confusion which comes from lack of clear or stable responsibility. This does not mean that every State extension organization should have exactly the same pattern of offices and lines of responsibility, but only that the State Extension Service should have a plan of organization and procedure that is effective in its own situation.

Any influence on training policies or programs that may be exercised by the staff as a whole or by special interest groups should operate though the regularly constituted training leaders and committees.

Functions of the committee. The functions of the committee should be to consider policies and plans for the training program and to identify resources needed rather than to execute policies and plans. The committee is advisory to administration, but it may act as a working group, either directly or through subcommittees, to develop and test out policies, plans, or materials. In all cases, it should be clear that the committee serves in an advisory capacity and, through the State leader of training, submits its ideas to administration for major decisions on policy or programs.

Its major task is to apply the best program developmental techniques to the planning of a comprehensive, overall training program for the entire extension staff. Its methods of operation should insure that the program, in effect, is planned cooperatively by the trainers and the trainees. The conduct of specific extension inservice training activities is not necessarily the responsibility of the training committee. It should be that of the best qualified resource person or persons available. The committee members, however, should keep themselves informed of the specific assignments and the results of training activities.

Representation on the committee. The membership of the training committee should be drawn from the whole range of extension personnel in all segments of the organization—State leaders, supervisors, specialists, agents—and from all phases of work—agriculture, home economics and 4-H. Leaders of extension research should be included. Not more than one-fourth of the members should be associated with a single group. It is desirable to bring in qualified persons outside the Extension organization, particularly those staff members of the College of Education and other social science groups.

Those serving on the committee should consider themselves as representative of their own segment of the university organization. They should sound out ideas of their groups and report back to the committee from time to time. In this way, each member contributes more than his own point of view to committee thinking.

Qualifications for the State Leader of Training

The person chosen by administration as the State leader of training should have the qualities and experience of an educational leader. He is to give leadership and guidance to the total inservice training effort in the State. Inservice training, preservice, and graduate training are integral parts of the total training program. The State leader of training must have qualifications and abilities necessary to gain acceptance in working with the Graduate School, the office of the dean, the various department chairmen, and heads of other units in the university. He must be accepted and respected by extension personnel at all levels within Extension. Such conditions indicate that the State leader of training should have a doctor's degree. This degree represents a firm foundation in educational theory and practice, direct personal experience in doing research, and helps to develop the desired broad, intellectual horizon.

The State leader of training must keep himself well informed on current research applicable to extension training through close association with those doing extension research. If he is to influence the doing of basic research necessary for the improvement of extension training, he must possess qualities which will provide him recognition and acceptance by those doing basic research.

The State leader of training should keep himself informed of current curricula developments in the university and gain acceptance by those responsible for curricula in order to represent Extension's needs in this area. He is the logical person to represent the director on college or university curriculum committees.

The State Director of Extension should either select a person who is capable of the caliber of work required of an educational leader or provide opportunity for the present State leader of training to develop these qualities.

PURPOSES OF TRAINING

The extension inservice training program should be directed toward definite purposes or objectives.

Inservice training must be designed to prepare extension personnel to give leadership to the solution of current local and State problems. What is appropriate for inservice training is determined in part by the nature and adequacy of undergraduate training. Inservice training should build on the basic scientific and humanistic training provided by the college and reinforce it by application to actual life situations in an educational program of significance to the people of the State. Since gaps in undergraduate training will vary with institutions and with individuals, specific purposes of extension inservice training will differ from State to State. Statements of general purposes, however, are useful to suggest the direction considered appropriate for inservice training.

The general goal of inservice training is to (1) fill in gaps in the previous preparation; (2) develop ability to carry out the extension program; and (3) stimulate continued growth of extension personnel.

Training is done to the end that extension workers:

1. Are basically grounded in the physical and social sciences of significance to life in America.
2. Are familiar with reliable sources of important information.
3. Understand the background, philosophy, objectives, policies, and organization of the extension system.
4. Are skillful in applying principles of psychology and education to extension teaching, supervision, and administration.
5. Can organize people and stimulate leadership among them.
6. Understand the processes by which lay people and extension workers cooperating can analyze local problems, arrive at potentially sound solutions, and develop a county extension program.
7. Know the problems and procedures of adult and out-of-school education.

8. Are skillful in organizing, interpreting, and presenting basic economic, social, technical and scientific data, and their implications in life.
9. Understand the techniques and processes of evaluating the effectiveness of extension programs.[2]

Clear Conception of Purposes

The purposes of inservice training should be clearly stated and understood by all. To become operative, these purposes should be written in various documents which are regarded as records of policies and activities. The following sources may be expected to contain such statements:

Long-time and Annual State Training Programs

Supervisors' Plans of Work

Specialists' Plans of Work

Official Reports of the State Extension Director

Reports of State Leaders of Training

Literature Provided Applicants in Employment Interviews

Constant and continuous effort should be made to see that statements of purpose are made clear to extension workers, to the training committees, and to the appropriate college faculty.

Scope of Purposes

Statements of purpose should be developed for the entire inservice training program and for each major phase (such as induction training). In annual plans the aims of each training activity will be given. Depending upon the use to be made of them, statements of purpose should range from the general to the specific teaching and evaluation level.

Involvement of Staff in Implementing Purposes

In some cases, a wide gap exists between the general purposes of the entire training program set forth by the printed statements of purposes and the beliefs and practices of the staff. It is essential that there be harmony of purpose throughout the Service, that major training aims be supported and made real by application to plans for individual training activities. Purposes that are effective are so directly related to the activities of a training program that they determine what those activities shall be.

[2] Joint Committee Report on Extension Programs, Policies and Goals, USDA and Association of Land-Grant Colleges and Universities, Washington, D. C., 1948.

DETERMINING TRAINING NEEDS

An inservice program should be dynamic—directed toward improving the ongoing educational program engaged in by the individual worker and the Extension Service. It should be based on individual problems and on identification of need. It should allow for individual differences in abilities and experience but recognize the goals of the Extension Service as well as the goals of individuals. It should utilize the principle of involvement by drawing on ideas of trainees in setting goals and making plans, thereby creating a desire to learn. It should maintain a two-way flow of ideas and activity between trainer and trainee.

The steps in diagnosing training needs are set forth here with the thought that a conscious process of analysis will result in a systematic approach and in better use of training time and resources than is generally true where these steps have not been consciously followed.

Three steps are described:

1. Locating areas of training need through
   a. Analysis of jobs
   b. Analysis of program emphasis
2. Identifying the individual worker in need of training through
   a. Self-surveys of needs and interests
   b. Day-to-day observation by supervisor and specialist
   c. Tests
   d. Analysis of performance evaluations
3. Determining priorities in training need

Locating Areas Where Training May Be Needed

Job Analysis. Job analysis is a familiar tool long used in education and in industry for determining training needs. In essence, job analysis is simply a method of analyzing the activities carried out by a worker so that a training program can be focused on those critical activities performed. The list of duties can be obtained in a number of ways: asking the employee, asking the supervisor, observing the employee. Only the major requirements of the job—those that make the difference between success and failure—are listed. Under each of these major requirements are brief descriptions, usually in check list form, of observable on-the-job behavior. When combined with performance appraisal, job analysis is an excellent method of determining areas where training may be needed.

In Appendix I is a suggested form, item B, which may be used as a guide in analyzing the extension job and arriving at training needs of a given individual or group of workers.

An Analysis of Current Social and Economic Changes and Resulting Program Emphases is a second way to locate areas where training is needed. Contemporary life with which extension workers are dealing is increasingly complex and continually changing. It is necessary, therefore, to focus the training program upon the critical and significant aspects of this complex life so that extension workers do not waste time in learning things that were important fifty years ago, but no longer have significance. At the same time, they should not neglect areas of life that are now important and for which they have had little or no preparation.

The reports entitled "Cooperative Extension Work Today, a Statement of Scope and Responsibility," and "A Guide to Extension Programs of the Future," can be used as bases for identifying training areas that appear to have continuing importance for extension personnel. In making use of these reports, the situation statement and the nine areas of program emphasis should be analyzed to pull out topics of content areas; and then inferences should be made as to gaps or needs in training. Extension specialists could make significant contributions in such an analysis. (An example of an appropriate analysis form is included in Appendix I, item C.)

Identifying the Individual Workers in Need of Training

The second step in determining needs is to identify the particular individual and his specific needs. This may be done in a number of ways:

Self-Survey by the Individual Worker. Since improvement is an active process, the worker himself, for best results, should be enlisted in making a self-appraisal of training needs. A check sheet to be filled out by extension agents or State personnel and summarized for all workers by supervisors or leaders of training can be a helpful device. (Examples of two such forms are included in Appendix I, items D and E.)

Direct Approach Through Supervisor's or Specialist's Day-to-Day Observation. Day after day the supervisors and specialists working with extension personnel are conscious of the needs of training. They observe workers and appraise their attitudes, skills, and output on present assignments, as well as qualifications for upgrading. They are aware of each worker's strong points or of any gap between what they expect the worker to accomplish and the actual output of the worker.

They examine such evidence as:

time use
quality of work done
significance of work under way
up-to-dateness and accuracy of information presented
skill in methods of presentation

morale
relationships maintained
nature and extent of participation
effort toward professional improvement
turnover
grievances

By this process of observation and analysis, supervisors and specialists assess the needs for training. (An example of an observation sheet on which evidence can be recorded is in Appendix I, item F.)

Psychological Tests. In planning for training, individual differences must be taken into account. Fortunately, there are fairly accurate means of assessing some of the differences among individuals. We can add to our knowledge of any given individual by the administration of psychological tests. Unfortunately, the word "test" has taken on a threatening meaning to a great many extension employees. Yet, well selected tests can be used to measure aptitudes and abilities, interest and personality. Tests can provide supplementary information to that gained through observation, self-survey and other means. Tests show what an individual can do, but they do not measure what he will do or has done.

Used with judgment by trained persons, psychological tests can be helpful in identifying needs for training. Generally, educational psychology departments of colleges and universities can provide consultants and technicians in educational testing. Some tests particularly useful for identifying common training needs are vocabulary tests, social intelligence tests, comprehension tests, and interpretation of data tests. The best single source of information on published tests is Buro's **Mental Measurements Yearbook.**

Performance Evaluation. At the end of the induction training period, the supervisor may want to evaluate trainees to determine which will be promoted to full employment and which will have employment terminated. Once the employee has reached permanent status, the supervisor should encourage him to use self-appraisal.

Self-appraisal is a strong motivating factor in improvement. The self-appraisal approach to performance evaluation rests on the assumption that the individual will improve only as he recognizes his own capabilities and needs for improvement and sets individual goals. In the end, if change is to take place, he must determine, in light of what he believes is best for his development, what these changes will be. Finally, if the accent is on performance or action relative to goals, there is less tendency for the personality of personnel to become an issue.

In this approach to performance evaluation, the supervisor uses his knowledge of Extension to help personnel establish targets or goals and methods of achieving them. He arranges for training which will help the individual to achieve these goals.

Where clear-cut goals or performance requirements are developed in the process, these standards form a yardstick which can be used in determining the quality and quantity of output of the worker and for determining training. (An example of a self-evaluation form is included in Appendix I, item G.)

In each State, several or all of these methods of determining training needs described above should be used periodically as a basis for planning a long-time training program.

Determining Priorities in Training Needs

Suggestions regarding training needed, obtained from the process described above, provide more than any State should attempt to incorporate in its training program for a given year. It is essential to select a practical number of specific areas and write annual training objectives for these areas.

Questions to be considered in this process of selection might be:

1. How significant to the basic program of the Extension Service is increased competence of personnel in this area of training?
2. To what extent is the need felt by those who will be the learners?
3. How many will be given training or be affected by the training?
4. What resources are available to give training?
5. Is there adequate time to do an effective job?
6. What has been given in the past relative to this area?
7. What level of information do personnel now have relative to the area of training?

A coordinated annual training schedule (example item H in Appendix I) should be worked out with a view to using all established training opportunities or creating new ones which will bring about the improvements needed. In providing opportunities, individual differences should be taken into account; training should be given only to those needing it.

PROGRAM CONTENT AREAS

The broad program administered by the Extension Service requires that inservice training should be comprehensive and continuous throughout the professional life of the individual. Employees shall be offered

a program of inservice training which is designed to develop sound, productive personnel for the Extension Service. Inservice training programs should include such social science and philosophy subjects as are implied by the general purposes of the Extension Service and such professional and technical subjects as are appropriate to specific purposes of the State or county extension program.

Areas of Training for All Employees

While each employee has specific training needs that are more or less unique to the individual, there are some common needs. Nine areas of competency are generally considered important for all extension workers. These are appropriate for both State and county workers with responsibilities in adult and youth work. The areas are classified as follows:

1. The Cooperative Extension Service
   a. Extension objectives, organization, and policies
   b. Policy making
   c. Job operation and standards, personnel evaluation
   d. Office management, business procedures
   e. Responsibilities and qualifications of extension personnel at all levels within the organization
   f. Relationships of segments of the extension organization to other segments
   g. Forces which caused Extension Service to come into being; unique features of the extension program
2. Human Development
   a. Developmental processes of people, behavior patterns
   b. Group dynamics, group interaction
   c. Principles and techniques of effective counseling
   d. Understandings and skills needed in human relations
3. Program Development
   a. Program determination; how to determine, analyze, and evaluate situations; how to identify, clarify, and give priority to problems; how to determine and state objectives clearly
   b. Program execution; how to organize and carry out plan of action (plan of work, teaching methods, management of time and energy)
   c. Program evaluation; how to measure results of teaching efforts in terms of stated objectives

d. The role of the extension worker, use of lay leaders and committees, the involvement of people

4. Educational Process
   a. Principles of learning
   b. Teaching-learning process—methods and techniques
   c. Educational philosophy
   d. Adult education programs
   e. How to motivate people
   f. Decision making

5. Social Systems
   a. Basic reference groups (family, community, school, church, clubs)
   b. Power structure, clique (control) groups
   c. How to identify local culture (social, economic, race, and other status groups)
   d. How to identify and develop leaders; what types of leaders are useful in relation to different kinds of groups, both formal and informal
   e. How to involve people in identifying their individual common and related needs in their natural environment
   f. Group processes, social action

6. Communication
   a. Language and semantics
   b. Oral communication (speaking, counseling, face-to-face contacts)
   c. Written communication (letters, reports, articles)
   d. Mass media methods and techniques (radio, television, news releases, newsletters, exhibits, circular letters)
   e. Individual and group contacts—methods and techniques
   f. Relationship of thinking to communication
   g. Responsibility for accuracy in communication
   h. Analysis and interpretation of data

7. Philosophy and Values
   a. The nature of culture; values as a part of cultural heritage
   b. Value orientations of low income people; value orientation differences between urban and rural people
   c. Basic value premises of our American heritage; value premises in other areas of the world

d. Interpreting U. S. Cooperative Extension Service to participant in world wide Extension Programs
e. Citizenship and public responsibility
f. Philosophy of education—its nature and utility

8. Technology
   a. Up-to-date information in subject matter fields pertinent to the job (See Scope Report)
   b. Identification and effective use of resources (specialists and others)
   c. How to interpret and use research findings
   d. Methods and techniques of disseminating subject matter

9. Research and Evaluation
   a. Action research — measuring the effectiveness of on-going programs
   b. Value of the experimental approach (pilot projects)
   c. Methods and techniques of measuring both progress and end results in relation to program objectives
   d. Methods of assisting people in the evaluation of their efforts

While the need for training in these nine areas is common to all extension employees, the scope and intensity of the training varies with positions.

Areas of Training for Special Groups

In addition to the training needed by all extension workers, certain areas of training appropriate to the positions should be provided for administrators, supervisors, and specialists. Supervisory assistance should supplement the basic training outlines above with on-the-job training to meet individual, immediate problems.

For specialists

Inservice training above the basic areas should provide extension specialists with understanding and skill in such areas as:

The role of the specialist
The specialist's function in extension program building
Effective techniques in extension teaching
Working relationships of specialists
How to analyze and interpret economic and social data
How to maintain leadership in a technical field

For supervisors

Inservice training, above the basic areas, should provide extension supervisors with understanding and skill in such areas as:

The role of the supervisor
Personnel recruitment and selection
Job analysis
Personnel management, evaluation and training
Interviewing and counseling
Program development and supervision

For administrators, State and county

The additional areas of inservice training which should be provided extension administrators include:

The role of the administrator
Planning and decision-making
Organization analysis
Principles of coordination and direction
Personnel management and manpower development
Budget development and control
Public relations and reporting
Job evaluation and salary administration

In addition to training provided for the professional extension staff, specific training is needed for secretarial and clerical extension workers.

Desirable training areas for the office secretary include:

Meeting the public in person and over the phone
Keeping informed of professional workers' schedules
Giving out information
Making plans
Office housekeeping
Handling mail; answering correspondence
Filing
Records and reports
Management of equipment and supplies

ORGANIZATION OF TRAINING PROGRAM

In planning specific training activities, information on strong points or gaps in previous training relative to the above nine areas can be used to eliminate some individuals from certain kinds of training and for grouping others with similar needs.

No set pattern of organization for the inservice training program can be regarded as applicable to all State Extension Services. Blind adherence to any given pattern for the organization of training is not as appropriate as an attitude of investigation and experimentation in this field.

Training in Units Appropriate to Maturity Level

The inservice training content should be organized in such a way as to provide training in units appropriate to the stage of career development or job maturity of employees. Specific career developmental tasks which might be considered are:

1. Establishing oneself in job performance; learning how to carry out the operations of the job; how to make personal contacts, how to use appropriate methods; learning standards and policies.
2. Achieving team status; learning how to work with other county and State staff members; learning to identify oneself with phases of extension work other than one's own.
3. Learning to work through others; learning to build and maintain an effective lay organization; learning to give guidance but not direction; learning to delegate.
4. Becoming management-conscious; learning to analyze the whole job, to decide important things to do, to set up procedures or alternative courses of action.
5. Achieving a professional attitude; learning to take an experimental attitude towards one's work, to search continually for a better way of doing things; learning to contribute to the profession as well as gain from it.
6. Learning to adjust to sharing work with assistants; help to develop a replacement.

These tasks should be considered as progressive steps for training as workers mature on the job. Through observation and counseling with individuals, supervisors should be able to detect the "teachable moment" or indications of readiness for specific areas of training.

Thoroughness in Training

Those responsible for training should make sure that the content and methods of presentation in inservice training are not too difficult or too elementary for trainees. Due to the informality of Extension's program,

there is greater danger that inservice training will be too elementary than that it will be too difficult. In its experimentation with inservice training programs, Extension Service has tended, perhaps, to skim the surface of knowledge about a field of study and to equate "entertainment" with learning effectiveness. A premium has been placed on popular presentations and on exchanging experiences.

One or two-day training sessions do not bring about a thorough grasp of complex concepts and proficiency in basic skills. While adjustments need to be made for differences in abilities and interests, care should be taken that training is substantial and fundamental.

The fragmentary learning which often characterizes inservice training should be avoided. Inservice training should be organized so as to achieve thorough understanding and application.

Criteria for Organization of Training

In organizing a body of information for training, consideration must be given to continuity, sequence, and integration. Continuity involves recurring emphasis in the learner's experience; sequence involves increasing breadth and depth of the learner's development; and integration comes about through the learner's increased ability to apply to all aspects of his job the training given. Understanding and application of learning do not occur automatically. If training is to have continuity, there must be repeated reference to what has been learned before. If training is to have sequence, it must progressively involve higher abilities or skills and advanced concepts. If training is to result in integration of what is learned into daily operations and habitual ways of thinking or acting, there must be practice. To a great extent, the way in which inservice training is organized conditions its effectiveness. The nature of the long-time program should show that the training is planned with continuity, sequence, and integration in mind.

An equally important problem of organization of the curriculum for inservice training is that of assimilating new knowledge as it emerges. The rapid emergence of the new knowledge raises vital questions about the organization of the inservice curriculum. Many of the extension studies of training are concerned with the present situation. This kind of information is needed, but ways must be found to make use of more advanced thinking of the few who are ahead of the great majority. Extension people responsible for training should be especially careful not to be the instruments for perpetuating outmoded ideas. The nature of the training offerings should show that the Extension Service and the institution as a whole are aware of current developments in a field and that steps are being taken to use new research findings as they become available.

TRAINING ACTIVITIES

In lieu of formal academic sessions, extension's inservice training program consists of informal training events and activities such as conferences (individual and groups), workshops, and short-term schools. These should be measured in terms of variety, appropriateness for reaching objectives, and the extent of use of the institution's total resources.

Variations in Procedures for Inexperienced and Experienced Personnel

For new personnel: Experience is a potent differential. There is need to adjust training activities according to the experience level of trainees. For the inexperienced, personal goals outweigh in importance the Extension Service goals. Special effort must be exerted to make the environment in which training is given to new personnel sufficiently personal, supportive, and permissive to build confidence. Since, in the extension organization, the supervisor, the senior county extension agent, the State training leader, and an indeterminate number of subject-matter specialists all have a part in training a new worker, it is difficult for the inexperienced to know to whom to turn for guidance. There is a lack of clear-cut responsibility. Training activities, as well as job descriptions, should make it obvious who has the first-line responsibility for training new personnel.

Placing new workers directly into one-agent counties, where there is need for their services but no provisions for systematic, well-planned training under experienced county personnel, is not an adequate substitute for a training program.

Special activities and experiences should be provided for new personnel. These include:

1. Initial orientation at college headquarters. Purpose of this training is to assist trainees to get acquainted with State leaders and specialists, and to feel themselves a part of the college staff.
2. Frequent visits by supervisors and specialists.
3. Field experiences; guided study under competent, well-trained and experienced personnel in trainer counties.
4. Orientation conferences which new personnel attend after 4-6 months' experience on the job. These should be problem-oriented, participating conferences in which new workers have an opportunity to demonstrate leadership abilities.
5. Visits to other counties. Specialized needs should be met by observation in other counties having strong extension programs on some particular phase of work of interest to the trainee. Such visits should supplement, not duplicate, the training experience in the trainer county.

6. Specific reference reading assignments.
7. Group training in subject matter and methods based on individual need.
8. Evaluation conferences.

Since new personnel do not have experience against which to judge their own needs, these activities should be required, not optional.

For experienced personnel: After the first year, extension personnel will need less training per year, but they should go on for advanced stages in the content areas indicated previously.

For experienced personnel, inservice training must be an ever-renewing, deeply analytical experience. Learning cannot be achieved through absorption. Training procedures should provide an opportunity for the personnel to develop an experimental attitude toward their work and to attack their problems scientifically. The way in which training is presented should insure its becoming practice in problem solving for the experienced staff. It should help personnel in the search for answers about their jobs. To what end is this activity carried out? Why is this done? What are the principles that guide this work? How can adaptations be made to varying conditions?

In other words, inservice training for experienced workers should be designed, not solely to teach them to follow decisions already made for them, but to teach them how to handle their problems themselves, how to make their own decisions. It should be an intellectual adventure requiring a disciplined mind, ingenuity, and initiative in meeting the succession of problems which constitute the day's work and in meeting the demands of a changing world.

Experienced personnel should have available to them annually on an optional basis a variety of opportunities, some for regional or national groups, others for State or district groups. If judged to be inservice training opportunities, these activities should be attended on official time and employees should not be expected to sacrifice comparable time from annual leave. The following list illustrates the rich variety of activities that should be considered.

1. Statewide annual conferences
2. Field days at experiment stations
3. District agent training conferences
4. Subject matter training schools
5. District or State clinics or workshops
6. Special work assignments for training
7. Participating in advisory committees
8. "Filling in" for associates
9. Agent tours to other States and/or counties
10. Planned observations of other agents' practices
11. Planned program of reading

12. Correspondence course work
13. Special travel assignments
14. Seminars on special problems
15. Participating in extension research projects
16. Attending national agents' association meetings
17. Attending national, regional, or State professional meetings
18. National extension conferences or workshops
19. Regional and State extension 3-week schools
20. Practice in leading conferences or study groups
21. Experience in coaching trainees
22. Office conferences of agents with supervisors

Appropriateness for Objectives

The purposes of training stated in the Joint Committee Report and listed elsewhere in this manual indicate five general types of behavior that are sought as outcomes of extension training. These general types are:

Understanding of important facts and principles
Ability to interpret data
Ability to apply principles
Familiarity with dependable sources of information
Social attitudes and skills

To those, we might add two additional general types of behavioral outcomes which are necessary if the first five are to be operative. These are:

Ability to study and report results of study
Broad and mature interests

These outcomes are not achieved automatically through presentation of information to learners. If these outcomes are achieved, learning experiences having characteristics appropriate to the outcome are necessary. For example, if a skill is to be acquired, the learner must have an opportunity to practice the skill. Examples of learning experiences considered appropriate to the general types of behavior indicated above are listed in Appendix I, item K.

While learning is a personal thing, taking place through the active behavior of each individual, much depends upon the situation set up for learning. The above classification indicates some specifications for learning situations that are useful in making plans for training activities. An analysis of the type of behavior desired and the learning experiences likely to bring about that behavior (as well as of the content areas to be covered) is necessary if training is to be effective. This is not a mechani-

cal process, however, but a creative one. Attention to this aspect of planning for training activities can do much to improve inservice training.

Use of Institution's Total Resources

The Cooperative Extension program is broad, touching on practically all the disciplines included in the land-grant college curriculum. To prepare personnel for leadership in such a broad program requires the use of the best resources of the total institution.

Personnel. The highest interests of Extension and the university are served where outstanding faculty members maintain a friendly interest in the inservice training of extension workers and are drawn into training activities wherever their contributions can be effective.

In the last analysis, one of the most realistic measures of the effectiveness of the university as an educational agency, is the degree of success which comes to its personnel when tested in real life situations. The inservice training of extension personnel can furnish a two-way medium for tying together institutional research and instruction and the ongoing operations of the educational program at the community level.

Library. The university library is a valuable resource for inservice training. Being a person of action, the average extension worker is not an avid reader. The effectiveness of an inservice training program is reflected in some part by the manner and extent to which it stimulates reading and study. The following are among the methods employed to encourage extension workers to use library facilities: proper cataloging of extension materials; sufficient copies of recommended books; direct access to books on open stacks; special facilities for leisure reading; regularly circulated lists of new and important publications in each major field; circulating library materials to offices and residence halls or conference rooms; and advertising books in displays and notices.

Training Equipment and Facilities. The type of inservice training program offered by Extension determines very largely the need for instructional rooms. No blanket prescription can be made regarding the number and types of rooms needed. Inasmuch as extension training is generally informal, it is important to have instruction rooms of various sizes with comfortable, substantial, movable furniture that can be conveniently placed in relation to other equipment. It is also important to have good ventilation and lighting, adequate table space for each trainee, and projection equipment, maps, charts, and blackboards available as needed.

EVALUATION OF INSERVICE TRAINING

Each year a tremendous amount of time, energy, and money is expended in various training activities for extension employees. The most important of these activities are workshops, seminars, conferences, short courses, and clinics. Training materials reinforce activities and at the same time add to costs. It is desirable to evaluate the effectiveness of these activities and materials so that they can constantly be revised to better serve their purposes.

Such an evaluation program must be limited to what is deemed most pertinent. From time to time, however, a State should examine critically each of these aspects of training:

1. **Scope and Goals of the Overall Training Program.**

   In determining **coverage** and **emphasis,** consider if there is:

   a. A definite plan of action for training, including goals?
   b. Definite provision for determining training needs?
   c. Attention to future as well as current needs?
   d. Definite provision for assessing progress?
   e. Effort to encourage employee self-development?

2. **Organization and Administration of Training**

   To help determine adequacy of **organization** and **administrative provisions** for training and whether training operates efficiently and economically, consider if there is:

   a. Clear cut delineation of responsibility for training?
   b. Understanding and acceptance in practice of responsibilities?
   c. Provisions for insuring that obvious training needs are met?
   d. A cooperative procedure for determining training needs and evaluating training that actually operates?
   e. Flexible determination of the kinds of training to be given in relation to needs, climate, and resources?
   f. Adequacy in the number, type, and quality of those giving training?
   g. Adequacy of space, equipment, and other training facilities?

3. **The Training Process**

   To help determine the extent to which trainees understand and accept what is being taught and how the training process can be improved, consider if there is:

a. Clarity of training goals?
b. A relationship between training given and trainee's needs, interest, capacity?
c. Relevance of training to the problem to be solved?
d. Comprehensiveness of content in relation to objectives?
e. Variety and appropriateness in training methods?
f. Use of accepted teaching-learning theory?
g. Provision for followup or check on application of training?

4. **Results of Training**

To help determine the extent to which trainees learn and apply what is taught; the extent to which changes desired as a result of training actually occur; and how improvements can be made, consider if there is:

a. A constructive attitude among workers (at all levels) toward training?
b. Knowledge of what was taught?
c. Interest in, understanding, acceptance of what was taught?
d. On-the-job use of what was taught (reason if not used)?
e. Effective training? Has training improved:
   (1) Extension's operating problems
   (2) Quality and quantity of work—job performance
   (3) Public's satisfaction with service
   (4) Supervisor—county staff work relationships
   (5) Personnel's will to work, pride in work, morale
   (6) Extension's ability to attract and hold employees of type and caliber desired
   (7) Extension's ability to meet promotion, expansion, change-over staffing needs?[3]

For evaluation of any one of these items, records are essential. Particularly in the case of the evaluation of the results of training, a system for recording and filing individual participation in various training activities must be worked out. In Appendix I of this manual are examples of an evaluation outline (item I) and a State record sheet (item J).

Provision for evaluation of training and reporting to administration is one of the most important criteria of an adequate training program.

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3 Adapted from "Assessing and Reporting Training Needs and Progress," Personnel Methods Series No. 3, June 1956. U.S. Civil Service Commission.

IMPORTANCE OF RESEARCH IN EXTENSION TRAINING

The wide acceptance of the Cooperative Extension Service has been due, in large measure, to the practice followed of basing the information taught and the recommendations offered on the latest findings of research of the land-grant institutions and the U. S. Department of Agriculture. The contribution of subject-matter specialists has also been judged, to a considerable extent, on their knowledge and ability to interpret the latest finding in their respective fields. Likewise, county extension agents have maximized their educational leadership through being well informed on the latest developments in the subject-matter fields of major concern to the people whom they are endeavoring to serve.

Many industrial concerns and public agencies, including the Cooperative Extension Service, are now demonstrating that research on staff training needs and methods, personnel policies, and administrative procedures provide a more sound basis for improving operational effectiveness. A training leader who avails himself of the findings of research related to his job responsibilities will be in a stronger position than would otherwise be the case to provide intelligent and effective leadership in the important position which he holds. It would seem highly important that such a staff training leader be in a position to participate personally and to cooperate with others in research that pertains directly to his job.

Additional research is needed in at least the following six areas of training as related to the Cooperative Extension Service:

1. Functions or roles of various segments of the extension staff, e.g., county extension agents, specialists, supervisors, State leaders, assistant and associate directors, and directors. Such research should include:
   a. Functions, or roles, as viewed by the staff person directly concerned.
   b. Functions, or roles, as viewed by the clientele with whom the staff works, e.g., county boards, advisory committees, local leaders, individual families.
   c. Functions, or roles, as viewed by the persons to whom the staff person is responsible.

   Such research is needed for a more thorough understanding of the total job to be performed by various segments of the Cooperative Extension Service staff for the purpose of:
   a. Preparing more accurate job descriptions and standards of performance.
   b. Determining abilities required of staff to be employed.

c. Determining additional training required of staff after employment.
d. Evaluating personnel accomplishments.

2. Comparative analyses of the training needs of staff such as undergraduate, orientation, induction, inservice, and graduate training.

   Such research should serve to determine the technical, human relations, and conceptual skills required for effective educational leadership in teaching within the program of the Cooperative Extension Service.

3. Comparative analyses of the relative value of different kinds of training such as:

   a. Apprenticeships prior to full employment
   b. Conferences for new agents
   c. Annual extension conferences for all members of the staff.
   d. State and regional extension summer schools.
   e. Off-campus courses in technical subject-matter.
   f. Graduate training in subject-matter, extension education and administration.

   Such research should be based upon several variables, including: (1) the length of time that should be devoted to such training; (2) the methods that would be most effective for different kinds of professional improvement; and (3) the type of clientele which various segments of the staff are expected to serve.

4. Further refinement of criteria for evaluating:

   a. Personnel qualifications for various positions in the Cooperative Extension Service.
   b. Personnel standards of performance
   c. Accomplishment of program objectives

5. Further identification and testing of generally recognized principles of adult and youth learning that can serve as "guide lines" in planning and executing extension education programs.

6. Selection and effective use of methods of teaching.

7. Further identification and testing of generally recognized principles of organization and administration that would be applicable to the Cooperative Extension Service in evaluating the effectiveness of the present policies and serve as a frame of reference for making needed changes.

Such a research program should draw fully upon the resources of the Agricultural Experiment Station staff and budget, graduate students in agriculture and home economics education, and extension personnel, especially individuals in positions of extension research and training. It is felt that many of the problems listed above, as well as other areas of concern in describing extension's scope, responsibilities, and procedures, would challenge research personnel in the social sciences. Every effort should be directed toward motivating more research-trained persons to study the challenging problems with which Extension is concerned in strengthening its training program.

APPENDIX I

Item A—An Example of a Training Policy Statement

AN EXTENSION TRAINING POLICY

Purposes of Training

Inservice training and development of employees is essential to efficient operation of the Cooperative Extension Service and to the attainment of its program goals. The purpose of such training is to prepare the worker for the immediate job ahead, for changes in problems and situations as they affect the work to be done, and to stimulate professional improvement. Training shall be designed to develop rigorous critical thinking and balanced action to meet current challenges. Under existing circumstances self-training by employees is not enough. It shall be supplemented by inservice training supplied by the Extension Service.

Intent to Train

The policy of administrators in the Cooperative Extension Service is to provide for training and development of employees and to create an environment favorable to the conduct of an effective training program.

THE EXTENSION ADMINISTRATOR

—includes in the extension budget an item for training which is adequate to carry out the training program.

—designates a well-qualified member of the extension staff as State leader of training. This leader is expected to devote full or a substantial part of official time to providing consultation and clearinghouse services to State leaders, supervisors, and specialists in planning and organizing employee development and training. He will from time to time recommend to extension administrators policies which will strengthen and improve such activities.

—formulates and maintains a systematic plan of action for the development, training, and effective use of manpower resources, including periodic inventory of training needs and progress in meeting these needs.

—formulates procedures for coordinating staff efforts in planning and conducting staff training and development.

—stimulates and encourages employee development, both through individual self-development and through officially sponsored activities, to meet immediate and long-range service needs. Inservice training required to obtain effective performance of official work is classed as official work and no sacrifice of annual leave is required.

—sees that specific development and training opportunities are provided to help employees at all levels perform their work in the best known ways and adapt themselves to changing program needs. Equality of opportunity to obtain training is a basic policy.

—sees that full use is made of existing training facilities and resources within the institutions and otherwise available throughout the State and Nation, including cooperation with and participation in appropriate extension regional and national employee development and training activities.

Assigned Responsibilities for Training

Inservice training is a cooperative endeavor. Extension administration furnishes the opportunity, incentive, and encouragement. The employee contributes initiative, resourcefulness, and willingness to take advantage of the training opportunities offered, and he exerts an effort to develop himself.

The job of staff training is the responsibility of every member of the Cooperative Extension Service staff. The State leader of training offers professional leadership in organizing resources required to provide training.

THE STATE LEADER OF TRAINING

—serves in a leadership capacity relative to training needs and programs.

—provides integration of all training activities by:

Serving in an advisory capacity to all those responsible for planning and conducting training.

Serves as a member and adviser to the State training committee.

—advises supervisors and other staff members in the determination of training needs for all personnel in Extension and keeps those responsible for training informed of these needs.

—develops a long-time training program which provides training at all levels based on training needs in keeping with program emphasis.

—develops ideas and recommendations for the consideration of administrators and supervisors regarding policies and plans for inservice training.

—stimulates and encourages professional improvement by:

Counseling with all extension workers requesting assistance in planning professional improvement programs.

Keeping staff informed of graduate training opportunities and requirements.

Keeping staff informed of available scholarships, fellowships, or other assistance available to them.

—keeps resident and research staff informed of extension's training needs and seeks their cooperation and assistance.

—develops and maintains a file of materials useful in the training program.

—assists in the conduct and evaluation of training activities.

—maintains a file of the content of training provided staff through various programs.

The designation of a State leader of training does not relieve any other person, especially the supervisor, from the basic training responsibilities inherent in his job.

THE SUPERVISOR is responsible for the training of the extension workers he supervises. He sees that:

—personnel are assisted in determining their own training needs.

—efficient training in the area of greatest need is provided annually for each person under his direct supervision.

—no employee is assigned to a job for which he is not trained:

New employees are given training before assuming the full duties of their respective positions.

Experienced employees are given training designed to maintain their efficiency and to keep them up-to-date through long periods of employment in the same position.

Capable employees are given training to prepare them for advancement to positions of greater responsibilities, or for service as trainers of new personnel.

—each employee is considered from the viewpoint of his or her potential, and analysis is made of the steps which those capable of advancement should be encouraged to take for career development.

—training is evaluated as a systematic part of the overall annual training program.

—well qualified and experienced extension agents are designated as trainer agents and are given appropriate training.

THE SUBJECT-MATTER SPECIALIST

—considers training of agents to be his most important single function.

—observes county personnel in action as "teachers" and identifies their needs for training in specific subject matter areas and methods.

—acquaints supervisors with these needs.

—suggests to the training committee plans for meeting needs in group training.

—provides training in subject matter and methods, as applied to his subject matter field, to agents in individual and group meetings.

—assists agents in evaluating county programs.

To insure that the stated intention to train personnel is carried out through cooperative effort, the administrator delegates responsibility to coordinate proposed training plans and activities through the State leader of training and a State training committee.

THE TRAINING COMMITTEE, under the guidance of the State leader of training:

—advises on training policies.

—analyzes the overall training needs within the organization and determines those having priority for the year.

—develops a recommended training program and a plan for meeting training needs at all levels of the organization.

—reviews the total inservice training program annually; evaluates it and reports to extension administrators evidence of the results achieved.

Types of Training

The specific types of inservice training which shall be conducted are:

Orientation
Professional and scientific (including technical subject matter, social sciences, and educational methods)
Administration
Supervisory and management
Evaluation and educational research methodology
Clerical and management

Provisions for Determining Needs

An inventory of training needs shall be made periodically by polling all employees. In addition, the extension training committee, with help from all supervisors and specialists, shall make an annual appraisal of the staff's need for increased competence in areas important to the work. Such recommendations as are made by this process shall be reviewed and priorities shall be determined by the training committee. From the priority list a recommended training program and plan for meeting needs should be developed for consideration of extension administration.

Provisions for Evaluation of Training

Each major training activity shall be evaluated by some means, formal or informal. Evaluation may be done through tests (where practical), periodic reports by instructors, reports of training progress made by trainees themselves, or reviews by committees which are agreed upon at the time the training is planned. When an employee completes a major training assignment, he is required to submit a brief report to his supervisor describing the nature of his study program, the job benefits he received from the training, and samples of written material produced as a result of the training received.

Provision for Incentive and Recognition

Effective extension work requires that professional personnel possess the expert knowledge of recognized leaders. Extension policy is to encourage inservice training and advanced study. Financial incentives and the development of leave privileges and scholarships should be provided. Training shall be recognized by advancement on a merit basis.

When possible, extension workers who have benefited from inservice training and graduate study should be used in subsequent training of other personnel. This is a form of recognition.

Provisions for a Check on Activities and a Report to Administrators

In order that administration may be assured that the stated intention regarding training is carried out, extension supervisors are expected to analyze and report to administration annually on training activities conducted with personnel they supervise. This review should be made with the assistance of the State leader of training and the State training committee. Monthly progress reports of training shall supplement the annual written report.

_____ Signed _____

Date State Director of Extension

Item B—Job Analysis and Training Need Identification Form

Name_____

CHECKLIST FOR DETERMINING TRAINING NEEDS

Nature of responsibility #	Functions	Frequency; importance; difficulty F* I* D*	Performance **	Check if training is needed
P S C A 1				
P S C A 2				
P S C A 3				

Key: **Nature of Responsibility**
- # Circle P, S, C or A
- P = Perform (by self)
- S = Supervise (immediate)
- C = Control (thru others)
- A = Advise

Frequency
- * Use 1, 2 or 3
- 1 = High degree
- 2 = Average
- 3 = Low

Performance
- ** Use +, /, — or NA
- + = Outstanding
- / = Adequate
- — = Weak
- NA = Not applicable

Item C—Analysis of
Program Form

THE SCOPE REPORT AND ITS IMPLICATIONS FOR TRAINING

(For Analysis of Programs)

Facts or Trends:

1. _____
_____
2. _____
_____
3. _____
_____
4. _____
_____
5. _____
_____
6. _____
_____

What this might mean to the extension program: What knowledge, understanding, skill, attitude must extension workers have?

1. _____
_____
2. _____
_____
3. _____
_____
4. _____
_____

(Continued on next page)

EXAMPLES OF MOST SIGNIFICANT TRAINING PROGRAM EMPHASES

To whom should training be given	What kind of training should be given	How should it be given? (by what methods?)

VIII. **EXTENSION TEACHING METHODS**

Item D—Self Survey Form I

LEARNING OPPORTUNITIES	Dates to be worked on or completed	LEVEL OF LEARNING						Notations
		Beginning			End of Training			
		Low	Med.	High	Low	Med.	High	
16. Help the home agent to organize a new home Extension club. List the assistance you provided:								
a.								
b.								
c.								
17. Plan and prepare a method demonstration and give it for the agents. Improve techniques until able to do a good teaching job before the intended audience.								
18. Attend a leader training meeting to observe teaching methods used by agents, area home agents and/or specialists. Participate in meeting if possible. List the assistance you provided:								
a.								
b.								
c.								

A single page of Nebraska's training schedule of learning opportunities and assignments is reproduced here. If interested in the entire form, write to the Director of Extension, Nebraska.

Item E—Self Survey
Form II

Date_____

Name _____

Title_____

County (if applicable)_____

My Long-Time Professional Improvement Plan

A Planning Guide for Ohio Extension Workers

Note: Make three copies — Keep one, return one to Room 109, Agricultural Administration Building, and send one to your Extension Supervisor

Professional improvement is regarded as a joint responsibility of the individual and of the institution which he serves. An indication of your present status and your desire for future training will assist both you and the Ohio Agricultural Extension Service in planning your professional improvement program.

(Check below as many items as apply.)

I. **Where I am now**	I DO PRETTY WELL ON THIS	NEED ENCOURAGEMENT FROM OTHERS TO STIMULATE ME	NEED TO GET AWAY FROM THE JOB TO DO THIS
A. Through personal effort:			
1. General reading, such as: a. News and editorials			
b. Literary magazines			
c. Current books			
d. Professional journals			
e. Other			
2. Membership and participation in programs of professional organizations			
3. Participation in civic and cultural activities in my community, county, State			

B. Through **academic study** in the last ten years or since I joined the Extension staff:

1. Summer school, workshops I have attended (where and dates):_____

_____

_____

2. Leaves I have had (where and dates):_____

_____

_____

A single page is reproduced here. If interested in the entire form write to Director of Extension, Ohio.

Item F—Observation Sheet

Topic_____ County_____

Number of Leaders_____ Agent's Name_____

Hours of Meeting_____ Date_____

CRITERIA FOR JUDGING A LEADER TRAINING MEETING

Directions for use:

Following are criteria to judge a leader training meeting. Each criterion is followed by a listing of some evidences that verify its presence. These evidences are not complete—merely representative.

This check list should be **used by a supervisor to observe a home agent** conducting a leader training meeting or by a home agent for self-evaluation. Evidences should be observed in many individuals or occasions to receive a rating of 3.

A scale is provided for recording your rating. In making your rating write one of the numbers listed below in the blank preceding the criterion number.

0 — Complete absence of criterion during observation period.
1 — Criterion is present in only a few individuals and/or a few occasions during observation period.
2 — Rating nearer to 1 than 3.
3 — Criterion is present in most of the individuals and/or occasions during observation period.
4 — Criterion is inherent part of the situation and/or individual during observation period.
x — No opportunity.

RATING

SITUATION:

_____ CRITERION 1. Easily accessible room or rooms of a size and shape to provide adequate space for this meeting.

EVIDENCES: Room(s) of a size to provide space for comfortable seating and/or working arrangements; enough room to regroup leaders from a general discussion group to small group discussions or to activity groups; easily accessible. Kitchen convenient; large enough for number of leaders present. Demonstration area conveniently arranged. Space for visual aid materials (flannel board, flip chart, posters) to be visible by all leaders. Enough electrical outlets.

_____ CRITERION 2. Room or rooms that provide for desirable physical comforts.

EVIDENCES: Room is attractive; clean; well lighted—natural or artificial lighting that can be controlled; well ventilated; free of offensive odors; comfortable temperature that can be regulated; free of distracting objects or noises; good acoustics. Clean rest room facilities with necessary supplies. Facilities for wraps, overshoes as needed.

_____ CRITERION 3. Appropriate writing facilities; seating facilities arranged so leaders can see home agent and each other.

EVIDENCES: Comfortable chairs, satisfactory writing surfaces (tables, heavy magazines, clip board). Movable furnishings to permit easy rearrangement. Chairs arranged so leaders can see home agent and each other.

A single page is reproduced here. If interested in the entire form, write to the Director of Extension, Minnesota.

Item G—Performance Evaluation Form

I. AREAS OF UNDERSTANDING AND PERFORMANCE

I. CONCEPTION OF THE JOB	AMOUNT OF IMPROVEMENT NEEDED										COMMENTS
	VERY MUCH		MUCH		CONSID-ERABLE		SOME		LITTLE OR NONE		
	1	2	3	4	5	6	7	8	9	10	
1. Understands the objectives of extension work and meaningfully interprets them for local people in relation to their interests and problems.											
2. Understands his job as basically educational. Interprets program objectives in terms of changes in people.											
3. Is recognized as an educational leader in his field.											
4. Understands the part local people should play in the development and implementation of Extension work in the county.											
5. Understands his relationship and responsibility as a member of the Michigan Cooperative Extension Service and a representative of M.S.U. and USDA.											
6. Sees his job in relation to other aspects of his personal life. Sets a pace conducive to high personal morale and sustained good health.											

DEFINITIONS:

Very much. Indicates the performance is not acceptable in the Extension Service. Much improvement is needed.

Much. Indicates the performance is below the average of what is expected of a staff member.

Considerable. Indicates performance is acceptable, but the individual is expected to improve.

Some. Indicates a high level of performance with opportunity for some improvement.

Little or none. Indicates outstanding performance for that particular period.

How to Indicate Evaluation:

1. Show degree of improvement needed with an "X" at appropriate place on scale.
2. If the evidence is not sufficient to assure a definite evaluation or if there was no opportunity, use a question mark and comment.

Items in evaluation form are unweighted. This does not mean items are of equal weight; for instance, technical competence and office atmosphere are obviously not of equal importance.

A single page of this form is reproduced here. If interested in the entire form write Director of Extension, Michigan.

Item H—Annual Training Schedule

TRAINING TIMETABLE

Annual Plan for Personnel Development Program

SPECIFIC AREAS OF TRAINING	TRAINING GIVEN LAST YEAR ON SAME SUBJECTS	CURRENT PROGRAMS		
		HOW TO BE GIVEN* (INSERT NO. FROM KEY BELOW)	WHO IS TO BE IN CHARGE OF TRAINING	APPROX. DATE TRAINING WILL BE GIVEN

*Key: TRAINING OPPORTUNITIES CURRENTLY IN USE

1. Annual staff conferences
2. New workers' conferences
3. District supervisory conferences
4. Supervisors' visits to counties
5. Specialists' meetings in county
6. Tours to experiment stations
7. Agents' visits to other agents
8. Ext. regional summer schools
9. Special study groups committees
10. Apprentice training programs
11. Handbooks, directives, etc.
12. Graduate study
13. Reading programs
14. Other (specify)

Item 1—Training Evaluation
Interview Plan

SUPERVISORY TRAINING REVIEW

An Interview Guide

Set the recent trainee (Extension agent) at ease. Explain purpose of visit, how names for interviews were selected by random, anonymity of reports, reason for taking notes.

Have recent trainee recount his program chronologically. This will refresh his memory. Take notes of significant points.

a. What general subjects were covered in his training?
b. How were the subjects covered? (Discussions, talks, problem assignments, etc.)

Determine from the recent trainee:

a. What duties or responsibilities were handled the best and easiest when he first undertook the present job?
b. What duties or responsibilities were more difficult to handle or had problems connected with them?
c. What was the most interesting part of the recent training?
d. What was the least interesting?
e. What part of the training has helped the most on the job?
f. What training has proved not helpful?
g. What was not in the training program that should have been?

Ask trainee: If you were going to train a man for your job, how would you change the training program?

Review the trainee's job description with him to determine, on the basis of his experience, whether training might have made the job easier or his performance more effective.

Thank him for his cooperation. Repeat your earlier statement that his response to this interview will be confidential and will not be identified in your summary report of all the reactions of trainees.

PERSONNEL TRAINING: A DEVICE

Objectives: To provide a supervisory office record sufficiently flexible to meet changing needs and which will enable the supervisor to:

a. Record areas in the education of the Extension agent on the job, which have received attention.

b. Indicate needs of the agent for instruction.

c. Appraise effectiveness of the training program.

d. Use with other staff members concerned with this educational program in planning their contributions.

Set-up: The records should be adapted to the needs of the supervisor using it. Possibilities for variation include: Place for date of instruction; greater detail in some areas; less detail; space for comments. For purposes of this report, more than one major area is sometimes included on one page. For office records, it may be desirable to have only one area to a page.

Instructions: Supervisors should work out terms, checks or abbreviations which would mean most to them. Under "Degree of_____" one might indicate by checks or abbreviations: Limited, Workable, Superior. Under "Procedures Used" the supervisor could write in comment or code, the procedures familiar to the State. If a code is used, it should be entered on the record for purposes of clarity.

* * * * * *

A PROPOSED OFFICE RECORD OF SUPERVISORY WORK WITH COUNTY EXTENSION AGENTS OVER A PERIOD OF TIME

State staff member_____

Name of worker_____ Date appointed _____

Location_____ Title_____

_____ _____

_____ _____

(Continued on next page)

Item J—Training Record Form
(continued)

WORK RECORD

AREAS OF INSTRUCTION	PROCEDURE USED	DEGREE	
		UNDERSTANDING	PROGRESS
PROGRAM DEVELOPMENT			
Characteristics of a good Extension program (basic philosophy, unity, balance, continuity)			
People who should be reached			
How people participate in plans			
Staff responsibility in planning			
Steps in planning			
How analyze social and economic situations and trends concerned			
How set up objectives: Long time, general, specific			
How determine most important needs and wants			
How Extension can contribute to the solution of these needs			
Development of an Extension program based on above			
Development of a program plan of work			
Resources: Use of specialists			
Procedures: Tools			
Distribution of responsibilities			
Scheduling			
Publicity			
Plans for evaluation			

LEARNING EXPERIENCES APPROPRIATE TO CERTAIN TYPES OF OBJECTIVES[1]

1. Learning experiences to develop skill in thinking:

   —utilize real problems usually arising in life situations.

   —allow the learner to follow the steps in problem solving.

   —give special practice in deciding on relevant facts needed and where and how to get them.

   —show learners a number of solutions or a number of possible facts and conditions and have them practice suggesting various possible solutions.

   —give learner an opportunity to come in contact with data that are new to him and some practice in trying to interpret them without over-generalization and other common errors.

   —bring out the ways in which facts and principles can properly be applied and some of the difficulties in making applications; test results of application to see how adequately the applications have been made.

2. Learning experiences helpful in acquiring information:

   —give learner an opportunity to consult various sources of information.

   —provide practice in analyzing these sources to see where they are adequate and where they are unsatisfactory.

   —have learners develop criteria by which to judge the dependability of a particular source of information.

   —provide for acquiring information as a part of a total process of problem solving rather than requiring memorization as a thing in itself.

   —bring up important items of information in various ways, in varied context, and with a considerable degree of intensity.

   —suggest reorganization of information in varied ways appropriate to various situations in which it can be used.

3. Learning experiences helpful in developing social attitudes and skills:

   —provide learners with an opportunity to behave in the way desired and to get satisfaction from it.

   —have learners make a broad analysis of various social situations to develop first, understanding and then the desirable attitudes.

(Continued on next page)

1 Adapted from Tyler, Ralph W., **Basic Principles of Curriculum and Instruction**, The University of Chicago Press, Chicago, 1949, and Hill, Ida Stewart, and Hill, William Fawcett, **Learning and Teaching Through Discussion**, Center for the Study of Liberal Education for Adults, Chicago, 1958.

—give learners a chance to get first hand experience with the problems and see the connection between certain practices and their social implication.

—have learners view their conduct in a particular area periodically and check it with goals to see how far their own behavior is in harmony with what they profess to believe.

—provide learners with an opportunity to see the connection between certain proposed social actions and their consequences.

—provide practice in a variety of social skills.

4. Learning experiences helpful in developing ability to study and to report the results of study:

—encourage learners as they read or study to jot down ideas in outline form.

—suggest that learners list, look up, and learn to say the meaning of new words and concepts.

—provide opportunity for learners in small groups to try to define or explain what they mean and give examples to clarify the meaning.

—encourage learners to state in their own words what they think the material being studied is all about and practice explaining it; ask for clarification on points not understood.

—give learners an opportunity to state the meaning of usefulness of the new material in understanding other ideas or concepts studied previously.

—give learners an opportunity to state how the new material contradicts, substantiates, or amplifies some previously developed point.

—encourage learners to listen critically for and try to state puzzling aspects of the material that are giving them trouble.

—encourage learners to state points supporting or questioning the validity of the arguments or the reasoning of the author or his method of arriving at conclusions.

—give learners an opportunity to state why and how the new material is useful or is not useful; give examples.

—encourage learners to test the usefulness of the new material by constructing a situation for which it should be useful.

—provide an opportunity for learners to present written and oral reports of his study.

5. Learning experiences helpful in developing broad and mature interests:

—provide wide explorations of various kinds of activities in which interests are to be developed and try to provide satisfying results from these explorations.

—link a particular activity which is not in itself fundamentally satisfying with a satisfying one so that the emotional effect will carry over.

—use new approaches or new materials to stimulate curiosity or put the learning in a new context in order to shift interest.

APPENDIX II

An Analysis of Inservice Training Programs Now Under Way 1959

INTRODUCTION

Adequate data to give firm evidence on each of the criteria for Extension inservice training described in the first part of this manual are not now available. Effort has been made, however, to collect data by means of two questionnaires entitled "Report of Programs in Extension Education for Professional Extension Workers" and "Questionnaire on Inservice Training in Cooperative Extension Education." The analysis which follows is based on replies from 49 States and Puerto Rico to the first questionnaire and 45 States and Puerto Rico[1] to the second. In addition, findings from research on training, annual reports, an informal survey of induction training made by the Task Force, and samples of training materials have been examined.

Collection of data for the purpose of evaluating training is relatively a new thing. Little information collected to date is qualitative. It will be increasingly important as an adequate program is developed; a method for continuous assessment will have to be devised.

While evidence is limited, it is none-the-less worthy of examination. Taking criteria in order as they appear in the manual, available data relative to the States' record on these criteria is presented in sequence.

EXTENSION TRAINING POLICIES

Though invited to do so in connection with the survey of training, few States presented as evidence a policy statement on inservice training. Most of the statements submitted were semi-official, being statements developed by committees rather than documents given official status by administration.

A few States indicate policies covering some aspects of inservice training. No State has a complete policy statement as described in the manual. Table 1 lists States whose reports definitely establish the existence of a written and published inservice training policy. It also summarizes in a general way the topics with which these policies deal.

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1 In the remainder of this report, Puerto Rican figures will be included under State totals.

Table 1. Summary Analysis of Published Statements of Inservice Training Policy

STATE	STATE PURPOSES	STATES INTENT TO TRAIN	ASSIGNS RESPONSIBILITIES FOR TRAINING	AUTHORIZES SPECIFIC TYPES OF TRAINING	PROVIDES FOR NEED DETERMINATION	PROVIDES FOR EVALUATION	PROVIDES FOR CHECKING ON ACTIVITIES
1.			×				
2.				×			×
3.	×	×	×	×			
4.	×		×	×			
5.			×	×			×
6.		×		×			
7.	×		×	×	×		
8.		×	×				
9.	×	×		×	×		
10.		×					×
11.		×			×		

There is reason to believe that other States may have published statements of a similar nature to those analyzed. On the other hand, the State's practices may have outrun policy. For example, devices used in need identification have been developed by some States, but there is no evidence that an official policy has been prepared to authorize their use. If policies exist, they are not so generally recognized as to be reported by States participating in this study. Wherever policy statements exist, they are generally fragmentary relative to the aspects checked in Table 1.

Twenty-four States reported in this survey that the training situation could be strengthened if training policies were more clearly defined. Five States reported that inservice training has been a neglected area of training with practically no plan or policies developed.

ADMINISTRATIVE ARRANGEMENTS

The evidence is somewhat intangible about conditions for training provided by administration. There are some indications, however, that specific administrative arrangements have been made in a number of the States. These have been examined.

Organizational Relationships to Affect Coordination

Thirty-four of the 50 States which turned in annual training reports indicated they had a staff member whose major responsibility was to coordinate the extension training program. In 14 States major responsibilities, including coordination of training, are carried out under the direction of a person giving full time to training. In 18 States major training responsibilities are shared by several persons, each of whom devotes less than one-half time to training, with no one person responsible for coordination. Two States did not report on this item.

Thirty-seven States reported that supervisors are primarily responsible for the training given to the extension workers under their supervision.

In 18 States written job descriptions of those charged with providing overall leadership and coordination of training have been prepared.

Thirty-one of the 50 States have training committees. In a majority of States membership of the committees has remained fairly stable over the past few years with a few replacements each year. In 5 States there has been a complete turnover of membership on training committees since 1956. Generally, the various levels of the extension organization, including county workers, are represented. On the other hand, some States restrict membership on the training committee to the supervisory staff and the State leader of training. Only one State included representatives from resident instruction on the inservice training committee.

Evidence relative to staff relationships is quite limited. In reporting problem areas, however, 28 out of 34 State leaders of training indicated that developing effective teamwork among line and staff personnel in planning and conducting training was a problem having relatively high priority.

Two other rather acute problems were (1) communicating effectively with all persons having a stake in training and (2) organizing training committees and improving their functioning. Specifically, some of the committees are having difficulties determining their functions. Some committees have failed to develop a program of work or even keep a record of discussion. On the other hand, a few have a long time program of work, complete minutes of each meeting, an annual program planning procedure, and a record of accomplishment.

Effort is needed to bring all committees up to the level of the few.

Qualifications of the State Leader of Training

Of the 34 persons who have a major responsibility for giving State leadership to extension training, half have doctor's degrees and four are now engaged in doctoral study. Twenty teach regular land-grant college undergraduate courses in extension education, and 14 teach graduate courses. Sixteen serve on departmental curriculum committees, and 19 serve as student advisors for those undergraduates who major in extension education or who plan to go into extension work after graduation. In addition 24 advise students enrolled for graduate degrees.

These facts would seem to indicate that the persons assigned a major training function are recognized among members of the land-grant college staff and are assuming leadership roles.

PURPOSES OF TRAINING

A few States sent in with their reports documents which state specific training objectives. Plans of work, reports, and other documents from other States have been given a cursory examination to provide additional evidence.

In most cases, administrative plans of work in States having training leaders carry statements of objectives. In some State plans of work, however, no statement of objectives is provided. More rarely, official reports of State extension

directors or State leaders of training cite training purposes. Occasionally, training program materials specify training objectives.

In most cases, those reported are long-time remote objectives. While long-time training objectives have their value, specific objectives at the teaching and evaluation level are also necessary. Training activities could be more carefully designed to meet objectives if the latter were definite and clearly defined.

It cannot be said at this time that the inservice training program of the Cooperative Extension Service as a whole is directed toward definite stated purposes or objectives. The Task Force has no evidence of the extent to which extension personnel at all levels participated in the drafting of statements of purpose or the extent to which there is general understanding and acceptance of them.

DETERMINING TRAINING NEEDS

The States are using a variety of ways to determine training needs. In the order of number of States using them, the list is as follows:

Means used	Number of States
Staff appraisals (based on observations and conferences)	43
Informal program evaluation	42
Surveys and/or inventories	29
Individual self-evaluation of performance	29
Job descriptions	23
Formal program evaluation	10
Attitude scales	3
Aptitude tests	2
Analysis of program emphases	1
Standardized tests	1
Adaptations of standardized tests	1

As can be seen from the above list, five methods of determining needs are most commonly used. Analysis of future program emphases and implications for training was the method used by specialists to determine training needs in one State. These "vision sheets," as they are called, are a kind of analysis which points up clearly the relationship of training to program. Standard tests are being used by one State and adaptations of standard tests have been used by another State.

In rating problems facing them, State leaders of training listed the determination of training needs as one of high priority. Twenty out of 34 State training leaders reporting placed this as one of their three most pressing problems. Seventeen State leaders of training suggested that research should be done in this area.

PROGRAM CONTENT AREAS

About half the States reported that they had written inservice training programs and plans for extension workers. An inservice training program was defined as "something more than a list of specialists' meetings to be held for agents during the year. It implies a written statement of the training needs of staff, objectives of training, areas of content, and plans for specific training activities."

In the face of this rather rigorous definition, 22 States reported that a systematic inservice training plan had been carried out regularly for all workers at all levels throughout the State.

The annual plans of work written by State leaders of training perhaps most nearly meet the above definition of an inservice training program.

None of the sample materials sent in by States met in full the definition of an inservice training program. One State gave as evidence a list of eight content areas recommended by their inservice training committee. These paralleled the areas of content specified in this manual, with the exception of area 9, Philosophy and Values. For the most part, State training programs consist of a list of topics to be covered at subject matter specialists' meetings. Inservice training in these States apparently is equated with training in technical agriculture and home economics. Occasionally, a cultural topic is included, such as "Growing Up With Music." Or human relations or an educational method subject may be covered, such as "Club Agent Techniques," and "Understanding Youth." These are rare.

Though large majorities of agents in States making surveys of training needs indicated much need for training in program development, methods of teaching leadership development, and evaluation, few States reported training in these areas during 1959. Seven States reported training in program development; fewer reported training in other topics.

"Communications Training" was the single most frequently mentioned topic; 27 States reported training in this area.

A quick check of 23 new workers' conference programs made in 1957 indicated that topics included were Extension Organization (22 States); Program Development (14 States); Educational Process (14 States); Social Systems (5 States); Communications (13 States); Technical Subject Matter (10 States); and Evaluation (5 States).

Most States depend on out-of-state extension conferences, workshops, or schools to give training designed especially for administrators, supervisors, and specialists. Eight States, however, reported that in 1959 they held special training conferences for new specialists. A limited number of States provide training occasionally for office secretaries, though most States have no systematic training to supplement the business training which is the responsibility of the secretaries themselves.

Organization of the Training Program

For the most part, the areas of content included in the inservice training program are covered in brief sessions, three days or less, or in a series of specialists' meetings. Most training programs show time schedules that provide for little more than bits and pieces of information to be covered. Except in technical subject matter and in communications training, the plans rarely indicate continuity, i.e., recurring reference to what has been learned before. In other content areas, extension training committees seem to assume that something constructive will happen merely by holding a one, two, or three day conference on a broad area of study once every three or four years.

From year to year or from session to session, sequence is generally non-existent. Records of the content covered in training are kept in scattered files since the responsibilities for planning training are passed around indiscriminately from specialist to specialist. Under the circumstances, there is no systematic plan for tailoring training in such a way that it involves progressively higher abilities and skills or advanced concepts. One or two States reported that a sequential organization of communications training has been made; prerequisites have been established for inservice training workshops.

Generally, content is presented in talks and limited time is allowed for training to be internalized by the learners through practice. There is little evidence to show that adequate follow-up by supervisors helps to assure application. In the 1955 study of extension supervision, approximately three-fourths of the agricultural and home economics supervisors and one-half of the State 4-H Club personnel reported that they assisted agents to interpret and apply ideas and skills gained through training. Yet, their time records show that, on an average, they spent approximately 80 hours per year in this way, about 4 percent of total time. This seems to be a very small amount of time for supervisors to spend on the most

vital supervisory function—helping agents to integrate what is learned into daily operations and habitual ways of thinking and acting.

The data available suggest that greater care needs to be taken to assure training which is substantial and fundamental.

TRAINING ACTIVITIES

The problem of establishing a reasonable and realistic annual training program is one of high priority among State leaders of training. Twenty-seven States indicated they were seriously limited by not having a definite training program.

As has been pointed out, most States have resorted to numerous two or three-day sessions. These are supplemented by special conferences and other learning experiences provided for new workers.

For New Personnel

Twenty-three States use the trainer county plan for some category of newly employed. Only 13 States, however, provide this type of "learning-by-doing" experience to both men and women. Only 13 States reported any 1959 training given to experienced agents who serve as trainers. Generally, the new worker spends from 30 to 90 days in a trainer county. About half the States reported that newly employed workers go to the State headquarters for an orientation period before being sent to a county. Length of time at headquarters varied from one day to three weeks. Two States thought this was the least useful of their training procedures. The new staff member is too inexperienced to get the full meaning of the training. Dates for training cannot be set until appointment is official. This interferes with making adequate plans for meeting staff.

Trainer agents who give time to careful planning help the new agent to assume the responsibilities of the job at his own rate and give him confidence in his role and skills for the job. On the other hand, some agents, it is reported, are given chore jobs, and the period of time in trainer counties may be too short to get maximum value.

Twenty-six States reported the use of a training guide listing the specific kinds of learning activities which the new agent is expected to carry out during the induction period. One State has prepared a training guide for new specialists. The procedure provides for an experienced specialist to team up with the new specialist throughout the first year, and for the team to confer with the State program leader about three times during the first six months to check progress and discuss problems.

Twenty-one States reported having a handbook to explain Extension's purposes, organization, and policies.

Thirty-six States hold new workers' conferences. The majority are annual or semi-annual events which supplement training given by supervisors and trainer agents on an individual basis. One State holds five one-week training conferences each year, all of which are required for new personnel.

Fifteen States report special provisions for specialists' visits to new workers as a supplement to training given by supervisors. Thirty-one States mentioned supervisory visits as important means.

While these features are the general pattern, a few States provide additional experiences for new workers. One State holds an annual three-weeks summer school in which new workers are enrolled for a course on "Organization of the Extension Service," taught by State extension director and a course in "4-H Programs," taught by the State 4-H staff. In 1959, 11 States held a two or three-week school for their own personnel similar to the one mentioned above, but in most of these no special courses were set up for new personnel. In any event, such schools do not follow strictly the definition of inservice training in that they

provide college credit. The schools more rightly belong in the classification of graduate rather than inservice training.

Three States reported the use of a written evaluation study of their induction training plan.

For Experienced Personnel

The majority of the States use all of the types of inservice training activities listed in the manual for the training of experienced personnel, though the regular and systematic use of them, in some instances, may be open to question.

In 1959, 37 States reported that they held inservice training schools especially organized for extension workers to give training in educational methods or techniques. Thirty-five States provided training in special subject matter courses. In all, 7,702 extension workers, 52 percent of total personnel, received training in such schools. In addition, 1,200 extension workers, 8 percent of the total, had training in State and regional three-week extension summer schools.

One State supplements specialists' meeting with a semi-annual four-and-a-half-day inservice training conference in which the participants choose from 95 subject-matter "courses" in 18 fields. Each participant selects the "courses" which he believes will be most beneficial in his work.

Concentrated courses are the exception rather than the rule. More frequently, inservice training covers many areas of content in the same conference and is scattered throughout the year.

In 1955, a study was made of selected methods which supervisors use for training. Pertinent data from this study show:

Method	Percentage of supervisors making much use of method	Percentage who think they should use it more
District meetings	62	45
Special training meetings	42	50
Special courses on subject matter or methods	38	56
Visit to counties for conferences with individual agents	64	71
Field observation of agents' work	26	67
Staff conferences with county personnel	41	72
Circular letters to agents regarding subject matter or methods	31	31
Books and bulletins on extension problems sent to or recommended to agents for study	18	56
Assignments in extension manuals or handbooks recommended to agents for study	15	50
Directed observation by agent of extension work outside county	10	61
Agent participation in extension research	17	67

Data from this study, as is seen in the above figures, indicate that much more could be done by supervisors to use a variety of supervisory training methods.

Regional Extension Summer Schools

On a regional basis, extension administration has joined efforts to provide training which supplements State training opportunities. The regional summer

schools at the Colorado State University, Cornell University, Prairie View Agricultural and Mechanical College, the University of Arkansas (now discontinued), and the University of Wisconsin have enrolled annually approximately 4-7 percent of total extension personnel. For the past 15 years, courses in Extension Teaching, Program Development, Communications, Youth Programs, Evaluation, and related fields have been offered.

These schools have served a useful purpose; they have developed understanding and broadened the experience of State and county extension workers and have interested many in graduate study.

Two difficulties have been encountered. First, the regional schools are competing with State schools for outstanding instructors. Secondly, there has been no adequate procedure for planning and constantly revising curricula.

Regional and National Workshops

Workshops for supervisors, specialists, and other State personnel are held at intervals, usually two to five years. These have met a real need. For example, the National Workshop on Human Development-Human Relations has reached approximately 500 extension workers from all segments of the organization. It has made an outstanding contribution to extension training and has received high praise from participants.

Appropriateness for Objectives

Information is too limited to make a sound judgment on the extent to which the type of inservice training given extension personnel is appropriate for the objectives sought. In the first place, specific objectives for a given training activity are not often defined. It is the considered opinion of the Task Force that the way in which training is conducted is at fault rather than that there is a lack of variety in training.

After the induction period, training for experienced workers should enlist the abilities of the participant himself to a greater degree in a problem-solving approach. An examination of programs indicates, however, that much of the inservice training for experienced workers calls for mere absorption of information presented in talks or lectures. It fails to capitalize on the increased competency gained through experience with real life situations. Too much emphasis is put on philosophy and too little on techniques; too much learning is treated superficially. Too much attention in training is given to quantity and too little to quality.

Use of Institutions' Total Resources

No quantitative data is available to indicate the extent to which resident instruction and research personnel of the land-grant colleges participate in the inservice training of extension workers. The Task Force is of the opinion that research and teaching personnel of the colleges of agriculture and home economics are extensively used in extension training programs but that resources of other colleges are scarcely tapped. Since the initiation of the communications training program, however, this situation is much improved. Yet, there is still considerable need to draw into the inservice training program the best faculty resources. Eighteen States reported that they lack a sufficient number of qualified staff to give training.

Library Facilities

Three States indicated that library materials for inservice training were highly adequate; in an additional 27 States they are satisfactory. In 16 States, however, library materials are either limited or inadequate. This check was solely on the

matter of availability. Seven States reported having provided personnel with lists of recommended reading. The Task Force has no information, however, on the extent of use. The Task Force is of the opinion that far too little use is made of library materials in inservice training. Extension personnel generally show marked tendency to favor training in capsule form which they can pass along verbally to lay people with whom they work. Gaining a wide background in a field through reading is not yet a substantial part of inservice training.

Meeting Facilities

Out of 46 States reporting, only 10 have a problem of space provisions for training sessions. Six States lack the necessary audio-visual equipment; 19 States lack training films and slides; 22 States do not have the necessary exhibits and charts; and 10 States lack printed and mimeographed material for training purposes.

In general, it is limitations in programs and plans, rather than resources, that are the greatest problems in inservice training.

EVALUATION OF TRAINING

In the section on evaluation in this manual, four aspects of evaluation of training are described. Through the work of the Task Force, evaluation of scope, goals, organization, and administration have been undertaken. This analysis is an attempt to carry out evaluation of these two aspects of training. To a limited extent, the States are undertaking evaluations of the training process and the results of training. One State has made a check on the application of what was taught in public speaking and group discussion workshops. Other evaluations check on reactions to training and anticipated use of ideas and techniques learned in training sessions. A few States have evaluated reactions to new workers' conferences and expected changes in work due to conference participation. One State has evaluated its five-week induction training in terms of certain skills gained and reactions to training.

Those who are developing these evaluation devices perhaps would be the first to state that they are gaining only partial answers to the question: how effective is training? Many more studies and more basic ones are needed. In view of the tremendous amount of time and effort that goes into the inservice training program, a much more ambitious program of evaluation is essential.

USE OF RESEARCH FINDINGS

Insofar as subject matter training in technical fields is concerned, Extension's inservice training program is based solidly on research findings. Research in methods of teaching or methods of working with people as individuals and in groups has not been used as extensively. This conclusion is based on an examination of training programs and reports. Communications training is a single exception.

Appropriate extension research in the nine content areas, with the exception of technical subject matter and communications, is relatively limited. Some of the State leaders of training and many of the supervisors are not trained in research methodology and are not skilled in analyzing and interpreting research findings. More attention needs to be given to conducting extension action research. There is need also to synthesize research findings having implications for Extension so that better use will be made of them. This is particularly true of research findings relative to the training process.

SUMMARY

In summary, it may be said that Extension's inservice training program is more adequate when measured from the standpoint of quantity than it is when evaluated as to quality.

Much more attention needs to be given to defining policies, clarifying specific purposes, developing a body of appropriate content, and developing learning experiences that bring about integration of training into job performance.

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